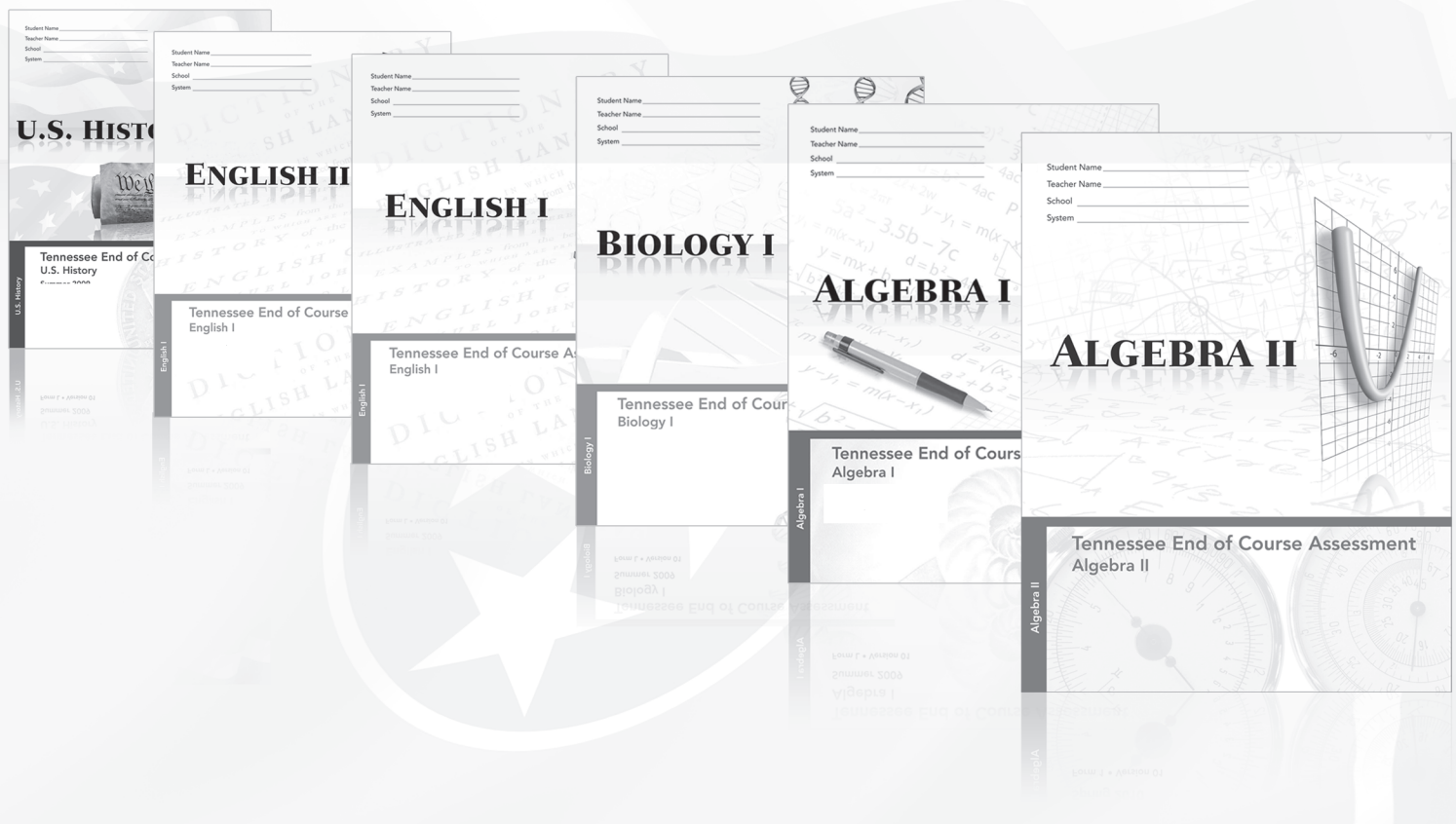# TEST ADMINISTRATION MANUAL

Tennessee End of Course Assessment
Test Administration Manual
Fall 2010

11004

End of Course Administration
Fall 2010 Schedule

Event	Fall 2010		Note
Algebra I Test Date	Tuesday, **December 7**		**Fall 2010** **AYP End of Course Administration Dates**
English II Test Date	Wednesday, **December 8**		
Biology I Test Date	Thursday, **December 9**		
Make-up Test Date	Friday, **December 10**		
English I **U.S. History** **Algebra II**	English I, U.S. History, and Algebra II should be administered within the last 10 days of instruction.		**Fall 2010** **End of Course Test Administration Dates**
Field Service Scanning Site Schedule	First Date	Last Date	Post-Test Procedures: The System Testing Coordinator is responsible for taking all test materials to the Field Service Scanning Site. (See Section V, Post-Test Procedures in *Test Administration Manual*.)
AYP EOC	**December 10**	**December 17**	
EOC	**December 10**	**December 20**	
Student Demographic Data Verification Window	First Date	Last Date	Schools systems can verify student demographic data (e.g., name, USID, membership) via the Assessment Online Applications Website at https://tdoe.randasolutions.com.
	January 7	**January 19**	

Updated 2010

PEARSON

Updates and Reminders for Fall 2010 Administration

End of Course Test Administration

Enrolled in course
Students who are enrolled in an End of Course (EOC) class, regardless of grade level, must take the assessment pertinent to that class (i.e., Algebra I, Biology I, English I, English II, U.S. History, and Algebra II.)

For students who entered high school prior to 2009–2010, a passing score on the Algebra I, Biology I, and English II EOC assessments will be used to satisfy the students' Gateway diploma requirement. **(Bubble "Yes" in *Diploma Requirement* field. See coding instructions below.)**

Not enrolled in course
Students who entered high school prior to 2009–2010 and have earned a credit in Algebra I, Biology I, or English II **must** take the pertinent **Gateway** exam — not an EOC exam. These students are **not** enrolled in the aforementioned classes.

Gateway Testing

Gateway testing must be conducted online. Gateway testing via paper-pencil is only permitted for students requiring large print or Braille format, students who are homebound, or students pre-approved by the Assessment, Evaluation and Research Division (AER). Online Gateway testing will be available during two windows: September 27–October 8 and December 6–17. Paper-pencil Gateway testing must be conducted during the AYP/EOC window. Separate TAMs are available for online and paper-pencil Gateway testing.

Testing Alternative School Students

A student enrolled in an alternative school should be coded at his or her school of record (remanding school). Write the school of record in the *School Name* section of the student's answer document.

Prohibited Testing

Under no circumstances (e.g., testing students without special or IEP-mandated accommodations, testing students enrolled in two sections of a course) should a student be administered the same assessment twice within one administration (e.g., Fall 2010). Multiple testing can result in the **invalidation** of both scores. If in doubt, please contact the Assessment, Evaluation and Research Division at (615) 741-0720.

Online Applications Website

https://tdoe.randasolutions.com
The completion of the SGLs and RIs is required before Quick Scores are released.

Answer Document Coding

Four (4) modifications have been made to the Fall 2010 Answer Document. A *Diploma Requirement* field has been added, an ELSA (English Linguistically Simplified Assessment) bubble has been added to the *Modified Format Test* field, and the bubbles in the *Membership* field now read vertically instead of horizontally. Write-in space has been provided in the *Birth Date* section.

Note: Letter coding for Special Accommodations has changed. Please refer to the Special Accommodations chart before coding answer documents.

Gateway Diploma Requirement
In the *Diploma Requirement* field, bubble **Yes** for those students for whom the EOC Algebra I, Biology I, or English II assessment will be used to satisfy the students' Gateway diploma requirement. The "Yes" bubble must be filled in to ensure met/not met status is reported for said students.

Testing Status
The *Testing Status* field now contains only two categories:
• First Time Taker: Enrolled in course for the first time
• Repeat Taker: Re-enrolled or repeating a course

Instructional Availability/Class Attendance
Fill in only <u>one</u> of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional Schedules, select from among the following:
• 150 days or more
• 75–149 days
• 74 days or fewer

For Modified Schedules, select from among the following:
• 75 days or more
• 38–74 days
• 37 days or fewer

Unique Student Identification Number
The student's Unique Identification Number, generated by EIS (State ID), must be coded in the *Unique Student ID* field. If the number has fewer than nine digits, pre-fill the empty bubbles, using leading zeros. (Non-public schools/facilities will not have EIS-generated numbers. Private entities should fill this field with the student's Social Security Number or Alternative Identification Number.)

Alternative Identification Number
Alternative ID numbers can be used in lieu of Unique Student Identification Numbers. The format for these numbers is stated in the *Student Membership and Attendance Accountability Procedures Manual*:

     9 + ***3-digit system #*** + 00001 to 99999 (Ex.: 9***123***00012)
     http://state.tn.us/education/schapproval/attendancemanual
     (Click E – Enrollment and Attendance Coding)

Group Information Sheet
The teacher licensure number is now required on the Group Information Sheet (GIS) instead of the teacher Unique Identification Number. If the number has fewer than nine digits, use leading zeros.

A maximum of fifty answer documents per GIS is permitted.

Transcribed Answer Documents
All transcribed answer documents must travel with the test books from which student answers have been transcribed.

If students have mistakenly bubbled answers with ink, simply bubble over the ink with a No. 2 pencil. It is not necessary to transcribe answers in pen to another answer document.

Protocol for Missing Test Booklets
See Section IV.

TABLE OF CONTENTS

SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process.

- Implement safeguards to ensure test content security.

- Communicate through the System Testing Coordinator (STC) matters concerning security, material orders, and shipping verifications.

- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels.

- Conduct random visits during testing to ensure test security and consistency of administration.

- Provide Breach of Testing Security Report forms to document local test security concerns.

- Review submitted Breach of Testing Security Reports and follow up as needed.

- Release student-specific test data only to authorized personnel.
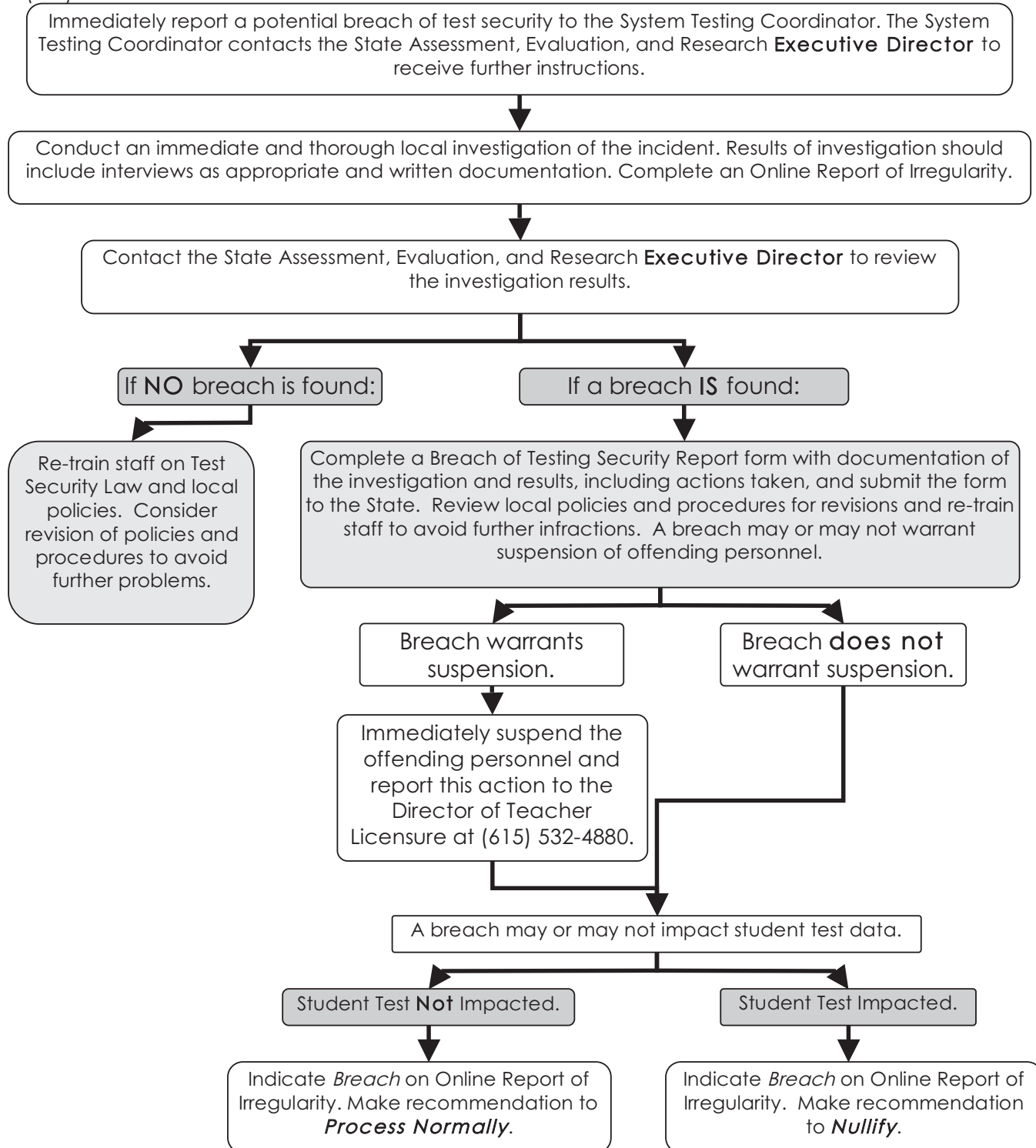
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.

2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.

3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.

4. Restrict handling of test materials to authorized personnel at all times.

5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.

6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.

7. Create a secure, yet positive, environment for testing.

8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.

9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.

10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.

11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.

12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.

13. Require Test Administrators and Proctors to remain with the students and be observant and nondisruptive throughout the testing session.

14. Prohibit coaching students in any way during State assessments. Ensure students respond to test items without assistance from anyone.

15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.

16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.

17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.

18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.

19. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Checklists may be copied—Do not remove from manual

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Executive Director at (615) 741-0720.

> Immediately report a potential breach of test security to the System Testing Coordinator. The System Testing Coordinator contacts the State Assessment, Evaluation, and Research **Executive Director** to receive further instructions.

> Conduct an immediate and thorough local investigation of the incident. Results of investigation should include interviews as appropriate and written documentation. Complete an Online Report of Irregularity.

> Contact the State Assessment, Evaluation, and Research **Executive Director** to review the investigation results.

If NO breach is found:

> Re-train staff on Test Security Law and local policies. Consider revision of policies and procedures to avoid further problems.

If a breach IS found:

> Complete a Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit the form to the State. Review local policies and procedures for revisions and re-train staff to avoid further infractions. A breach may or may not warrant suspension of offending personnel.

Breach warrants suspension.

> Immediately suspend the offending personnel and report this action to the Director of Teacher Licensure at (615) 532-4880.

Breach does not warrant suspension.

> A breach may or may not impact student test data.

Student Test Not Impacted.

> Indicate *Breach* on Online Report of Irregularity. Make recommendation to **Process Normally**.

Student Test Impacted.

> Indicate *Breach* on Online Report of Irregularity. Make recommendation to *Nullify*.

Assessment, Evaluation, and Research Division
Hardison Building
1252 Foster Avenue
Tennessee Department of Education   Nashville, TN 37243

Breach of Testing Security Report

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____   School _____

Test Administrator _____   Grade _____   Test Date _____

Report pertaining to (check one):

☐ Achievement   ☐ Gateway/End of Course   ☐ Writing   ☐ MAAS/Alt-PA/ELSA

Explanation of Testing Security Event:
(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Breaches of Test Security
must be entered online as a
Report of Irregularity.

Signature of Reporter _____ Date _____ Phone Number _____

System Level Testing Coordinator: _____ Date: _____
                                                        Signature
Phone Number: _____ E-mail: _____

ED 5462
Revised 8/09

**Breaches of Test Security must be entered online as a
Report of Irregularity.
https://tdoe.randasolutions.com**

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See below for brief instructions on how to complete an online breach form. For more detailed instructions, see Section IV, RI – Breach of Security.

❑ Select "H. Breach of Security."

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #

Test:

Grade:

Content Area / Subtest:
- ☐ Mathematics
- ☐ Reading/Language Arts
- ☐ Science
- ☐ Social Studies

Test Part:

This form is to be used only if one of the following irregularities occurred. **Please mark the most appropriate that apply below:**

○ A. A student or a group of students cheated

○ B. Test administrator/proctor provided inappropriate assistance to student(s)

○ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below

○ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest

○ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made

○ F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions

○ G. Improper test modifications/accommodations were used

⊙ H. Breach of Security

○ I. Medical Exemption Request

○ J. Other reasons. Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are now to be completed online.** The PDF version of the Breach of Security and Medical Exemption Request are still available in case you need to print them.

❑ Complete all required information, including:

- Incident Date
- Teacher Information
- Contact Information
- Explanation of Testing Security Event
- Name of Reporter, Phone, Email address
- Student Information

Printing the Breach of Testing Security Report:

❑   1. Click the "Print" button located at the bottom of the page.

STATE NOTES

State comments: Request more information by Email

○ Process Normally   ○ Nullify   ○ Void   ○ Nullify FT   ○ Medical Exempt   ○ Refusal

[Print]   [Update]   [Back]

❑   2. When RI Report Viewer pops up, click the "Breach of Security" tab to view and print the Breach of Testing Security Report.

RI Report Viewer - Windows Internet Explorer

https://tdoe.randasolutions.   Live Search

File   Edit   View   Favorites   Tools   Help

Links   »   SnagIt

RI Report Viewer   Page ▾   Tools ▾

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity   **Breach of Security**

1 / 2

51.3% ▾   Sign ▾   Find

Tennesse Department of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Complex
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System:

School:

Test Administrator:

Grade: Test Date: Report pertaining to:

Explanation of Testing Security Event
(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary

**Don't forget to include a copy of Breach form in Breach Envelope.
Keep one copy of Breach form for system records.**

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Acknowledgement of Test Security Policy

System _____   School _____

T.C.A. 49-1-607. Noncompliance with security guidelines for TCAP or successor test. — *Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.*
[Acts 1992, ch. 535, § 4.]

I hereby certify that I have read and understand the State of Tennessee Test Security Policy. Furthermore, I agree to abide by state test security guidelines and understand that any breach in test security on my part could lead to my dismissal and/or revocation of state license.

Print Name	Signature	Date

ED 5459
Revised 8/09

System Testing Coordinator's Checklist

BEFORE TESTING

❑ 1. Maintain current communication between the State and local system.
    A) submit contact information for System Testing Coordinator(s) to Assessment, Evaluation and Research
        (1) office email address
        (2) office phone number
        (3) emergency phone number
        (4) fax number
        (5) mailing address
        (6) shipping address, if different from mailing address
    B) check email frequently for assessment information
    C) distribute appropriate assessment information systemwide
    D) contact the State with local school assessment concerns, as needed

❑ 2. Implement local test security plan and disseminate information systemwide.

❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
    A) ensure test material orders include all applicable schools, courses, and students
        (1) students enrolled in tested courses
        (2) special education students
        (3) ELL students
        (4) transfer students
        (5) students needing modified format tests (i.e., Braille and Large Print)
    B) ensure accuracy of orders to prevent material shortages and late orders
    C) complete online orders according to State schedule, copy and retain for system records

❑ 4. Attend State assessment meetings for System Testing Coordinators.

❑ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time school and systemwide).

❑ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.

❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.

❑ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.

SAVE YOUR BOXES!
The boxes in which you received your test materials should be saved to return the materials to the DOE.

Checklists may be copied—Do not remove from manual

❏ 9. Receive shipment of test materials.
  A) retain shipment boxes at the system/building for return shipment
  B) retain pallet(s), if applicable
  C) locate the packet containing return shipment instructions
    (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
    (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
    (3) If return materials packet is not located, then notify the Assessment, Evaluation and Research Division
  D) retain return address labels for return of Central Office Box
  E) establish a system process for packing materials for return with Building Testing Coordinators

❏ 10. Verify quantities of all test materials received and distributed on the TCAP Reports website.

❏ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.

❏ 12. Notify the State immediately if additional test materials are needed.

❏ 13. Verify each school's Shipping Order Form to document test material inventories and additions, as needed.

❏ 14. Distribute practice materials, if available, to Building Testing Coordinators.

❏ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
  A) test materials—confirm for appropriate content area
  B) modified format tests, as needed
  C) State assessment forms, per school procedures:
    (1) School/Group List (SGL)—can be located at
        https://tdoe.randasolutions.com
    (2) Group Information Sheet (GIS)
    (3) Report of Irregularity (RI)—can be located at
        https://tdoe.randasolutions.com
    (4) Inactive Test Material (ITM)
    (5) Breach of Testing Security Report
    (6) Adequate Yearly Progress Demographic Review
    (7) Medical Exemption Request

❏ 16. Implement procedures to ensure all students are assessed and accounted for as required.

❏ 17. Contact Field Service Scanning Site for scanning appointment if not scheduled at least one week prior to test date; Field Service Scanning Site should make contact to schedule scanning appointment.

❏ 18. Contact Assessment, Evaluation and Research with any questions.

DURING TESTING

❏ 1. Monitor to ensure schools are following testing schedule and local test security plan.

❏ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

Test Administration

System Testing Coordinator's Checklist

AFTER TESTING

❑ 1. Lead all investigations of local test security concerns.

❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in the Building Testing Coordinator's checklist.
   A) verify used and unused test materials are collected from each applicable school
   B) verify all counts on Shipping Order Form for each school, including additional materials from Central Office Box
   C) verify the correctly completed SGL is included for each school
   D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
   E) verify Answer Document Envelopes are completed correctly and contain **one teacher** and one content area
   F) verify proper coding for all Absent and ELL Excluded students

❑ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.

❑ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.

❑ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. Do not include answer documents for students who refuse to test with the following documents:
   A) Inactive Test Material
      (1) **sign** form
      (2) make copy for system use
   B) Report of Irregularity
      (1) do not write comments on answer documents
      (2) review RI information online, approve and submit
   C) Breach of Testing Security Report
      (1) review and initiate appropriate investigation
      (2) attach available documentation, including action taken
      (3) make copy for system use
      (4) return original Breach form to Assessment, Evaluation and Research
      (5) complete an online RI for each Breach of Testing Security Report
   D) Adequate Yearly Progress (AYP) Demographic Review
      (1) review and sign form
      (2) copy and retain a record for system use
      (3) place form in Breach Envelope
   E) Medical Exemption Request
      (1) complete an online RI for each Medical Exemption Request and attach doctor documentation
      (2) print and sign form
      (3) copy and retain a record for system use
      (4) place form and doctor documentation in Breach Envelope
   F) Return all documents in one Breach Envelope

❑ 6. Organize Answer Document Envelopes and other materials for transportation to Field Service Scanning Site (see Section IV, Return Procedures, Preparing for Field Service Center Scanning).

❑ 7. Ensure all other used and unused test materials, including Central Office Box, and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section IV, Return Procedures, Preparing for Shipment).

❑ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.

❑ 9. Return test materials to the State (see Section IV, Return Procedures) within 5 days after testing is completed.

# Building Testing Coordinator's Checklist

BEFORE TESTING

❑   1. Assist the System Testing Coordinator with compiling test material orders.

❑   2. Attend training session for Building Testing Coordinators.

❑   3. Coordinate with the Principal to ensure that the school calendar provides an appropriate test setting free of disruptions (e.g., no field trips, assemblies, building/grounds maintenance, visitors).

❑   4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.

❑   5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to the System Testing Coordinator.

❑   6. Establish a restricted, secure, centrally located storage area for test materials.

❑   7. Count to confirm test materials received and document on the Shipping Order Form **(retain boxes and return address labels for return shipment)**.

❑   8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
    A) create a check-in and check-out list
    B) require Test Administrator signature before and after each test session
    C) count test materials before and after each test session

❑   9. Distribute the *Test Administration Manual* (TAM) to Test Administrators. (The TAM is available online.)

❑   10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.

❑   11. Distribute practice materials, if available.

❑   12. Monitor to verify the building and each test setting are appropriately prepared.
    A) common areas are free of instructional and reference materials
    B) instructional materials are concealed or removed from test settings
    C) seating is arranged to ensure students work without assistance from others

❑   13. Ensure all test settings have appropriate test materials.

❑   14. Distribute restricted materials immediately before a testing session, adhering to security guidelines.
    A) test materials—confirm for appropriate content area
    B) modified format tests, as needed
    C) State assessment forms, per school procedures:
        (1) Group Information Sheet (GIS)
        (2) Inactive Test Material (ITM)

❑   15. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

❑   1. Monitor to enforce the local test security plan and test schedule.
    A) ensure electronic communication devices are turned off
    B) conduct spot checks of test settings
    C) assist Test Administrators and Proctors with emergencies during testing
    D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
    E) notify System Testing Coordinator of any suspected testing security concerns

❑   2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).

❑   3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

❑ 1. As you collect the test materials, make sure the correct Version is marked on the answer document.

❑ 2. Count all test materials after each test session.

❑ 3. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.

❑ 4. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach of Testing Security Report form, as needed.

❑ 5. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.

❑ 6. Complete an online Medical Exemption Request for qualified students, and complete an answer document bubbled "Absent" for each student for whom an exemption is being requested.

❑ 7. Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up the test (see Section IV, After Testing).

❑ 8. Insert used make-up materials into stacks per instructions (see Section IV, Make-up Testing).

❑ 9. Ensure proper completion and placement of each GIS (see Section IV, Group Information Sheet [GIS]).

❑ 10. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.

❑ 11. Complete the label on the Breach Envelope only if there is a situation to report. If there is no Breach issue, do not complete the label, and do not mail the empty envelope (see Section IV, Return Procedures).

❑ 12. Sort, check, and count test materials at conclusion of all testing, including make-up tests.
   A) verify that answer documents have been removed from test booklets
   B) do not write comments on answer documents
   C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side

❑ 13. Review answer documents and record totals on Shipping Order Form. All used answer documents must be accompanied by a GIS or ITM form. Duplicates and those documents filled out in error must go under a completed ITM with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
   A) all used answer documents
      (1) verify all student demographic information, including Code A and Code B data.
      (2) place answer documents under the appropriate GIS
   B) used modified format tests (see Section III, Test Accommodations)
      (1) ensure proper transcription of Braille and Large Print responses, if applicable
      (2) place Braille and Large Print transcribed answer document(s) under the appropriate GIS
   C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
   D) place GIS and related answer documents in the Answer Document Envelope
   E) ensure information on outside of envelope corresponds with the GIS and answer documents enclosed
   F) ensure only **one content** area is in each envelope

12
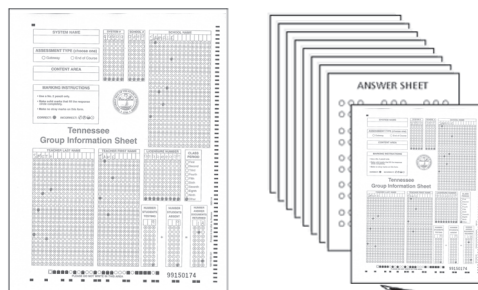
❏ 14. Review ITMs and record on Shipping Order Form.
  A) ensure materials are those documented on the forms
  B) verify use of form corresponds to allowed reasons only
  C) sign completed forms
  D) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
  E) ensure only paper has been used for bands (adding machine tape works well)

❏ 15. Review other used and unused materials and record on Shipping Order Form.
  A) used test booklets
  B) unused test materials
    (1) test booklets, including those marked with student names and/or random markings
    (2) unused answer documents, including continuous feed forms
  C) ancillary materials
    (1) *Test Administration Manual* copies
    (2) blank State assessment forms
    (3) unused Breach Envelopes
  D) materials with manufacturing defects (e.g., missing pages, illegible printing, miscollated pages, faulty binding). Paper band all defective materials. Notify Assessment, Evaluation and Research.
    (1) test booklets
    (2) *Test Administration Manual* copies
    (3) answer documents

❏ 16. Complete the School/Group List (SGL) online by content area. Enter SGL information at https://tdoe.randasolutions.com.

❏ 17. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return them to the System Testing Coordinator (see Section IV, Return Procedures). Include a list of all students coded Absent.

❏ 18. Make a list of each box's contents (e.g., grade/teacher information) to retain for school records.

Test Administration

Building Testing Coordinator's Checklist

School Shipping Order Form, Sample

TEST DISTRIBUTION CENTER (791)

SHIPPED TO:
PUBLIC or STATE SYSTEMS
ADDRESS
CITY,STATE ZIP

SHIPPING ORDER NO: 0000

SYSTEM: 000   PUBLIC or STATE SYSTEMS
SCHOOL: 000   SCHOOL

TEST: EOC Fall 2010

TOTAL CARTONS SHIPPED: _____ BY: _____

TOTAL CARTONS RETURNED: _____

RETURNS CHECKED BY: _____ DATE: _____

DESCRIPTION	GRD	LEVEL FORM	ORD. QTY.	Q.C. CK. (DATE:)	AMT SHIPPED	BY	FOR SCHOOL / DISTRICT ONLY VERIFICATION						FOR WAREHOUSE USE ONLY					
							RECEIVING		RETURNS					RETURNS				
							AMT	BY	USED	UNUSED	ITM**	BY	USED	UNUSED	ITM	TOTAL	+ / -	COMMENTS
English I, Test Book																		
English I, Answer Book																		
U.S. History, Test Book																		
U.S. History, Answer Sheet																		
Test Adminisdtration Manual																		
Inactive Test Materials Form (1 per manual)																		
Pearson Envelopes																		
Breach Envelopes (Small-Brown)																		
Group Information Sheets																		
Adequate Yearly Progress Demographic Review																		
Large Print English I Test Packet																		
Large Print U.S. History Test Packet																		
Braille English I Test Packet																		
Braille U. S. History Test Packet																		

If quantities of test materials received are insufficient, please contact your Testing Coordinator immediately.

Please note that used test materials must be returned in white boxes within three (3) days after test administration

Please note that unused test materials must be returned in brown boxes within five (5) days after test administration.

SPECIAL TEST INFORMATION: _____

Checklists may be copied—Do not remove from manual

CENTRAL OFFICE DISTRIBUTION LOG

School # I Name: _____ **Test:** _____

Instructions: This distribution log is to be duplicated as needed. <u>Using one page per school</u>, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Test Administration

Test Administrator's Checklist

BEFORE TESTING

❑   1. Attend Test Administrator training session.

❑   2. Incorporate the school test schedule into class planning.

❑   3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.

❑   4. Explain the purpose of the test to the students.

❑   5. Review the *Test Administration Manual*.

❑   6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding. On pre-coded answer documents, ensure that the student demographics are correct.

❑   7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (ELL) Accommodations, ELL Excluded, and/or modified format tests (see Section III, Test Accommodations).

❑   8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.

❑   9. Familiarize students with appropriate methods for marking responses on this type of test.

❑ 10. Execute practice activities, if available (e.g., distribute and administer practice activities to students).

❑ 11. Prepare the test setting.
     A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, and study aids (e.g., graphic organizers, models, or number lines that relate to subject content).
     B) arrange the test setting to ensure students work without any assistance from others

❑ 12. Ensure appropriate testing materials are available for each test session.
     A) No. 2 pencils with erasers
     B) watch or clock
     C) test documents—confirm appropriate content area
     D) answer documents—confirm appropriate content area
     E) materials required for student accommodations or modified format tests
     F) *Test Administration Manual*
     G) State assessment forms:
        (1) Group Information Sheet (GIS)
        (2) Inactive Test Material (ITM)
     H) blank scratch paper (if permitted)
     I) appropriate calculators (as permitted)

❑ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations (State Test Security Guidelines).

❑ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

DURING TESTING

❑   1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.

❑   2. Turn off all electronic communication devices (e.g., cell phones, pagers, PDAs).

❑   3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc).

❑   4. Confirm each student has appropriate materials for each test session.
   A) No. 2 pencils
   B) blank scratch paper (if permitted)
   C) other allowable materials

❑   5. Implement a smooth method for distributing and collecting test materials.
   A) ensure only authorized adults handle materials
   B) count to confirm quantities of assessment materials received, distributed, collected, and returned
   C) verify test documents are appropriate content area for students being assessed
   D) review plan for distribution and collection of test materials with students
   E) instruct students to sign any scratch paper

❑   6. Ensure students' names are written on the test booklets.
   A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
   B) confirm the version marked on each student answer document corresponds to the version on the test booklet

❑   7. Instruct students on appropriate methods for marking responses.
   A) fill the circle completely with a solid, dark mark
   B) make no stray marks
   C) erase changes completely
   D) discourage students from marking responses randomly
   E) avoid marking more than one response per item as this will negatively affect the student's score

❑   8. Complete student demographic information (see Section II, Student Accountability Demographic Information). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every testing session.

❑   9. Ensure students understand directions for taking the test (see Section II, Test Directions).
   A) encourage students to attempt all items
   B) assist students with mechanical acts, such as finding the correct place to begin the test
   C) make sure students respond to the test without help from anyone
   D) do not provide assistance that could indicate an answer

❑ 10. Administer the test, observing all time limits and start/stop commands.

❑ 11. Use the roster of students to denote absentees from testing.

❑ 12. Remain with the students and be observant and nondisruptive throughout the test session.

❑ 13. Manage test disruptions to ensure the validity of test results.
   A) students who **must** temporarily leave during the test session **must not** have access to reference materials
   B) enforce applicable time limits, document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
   C) document incidents on RI, as appropriate

Test Administration

Test Administrator's Checklist

AFTER TESTING

❑   1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.

❑   2. Verify each student is the person named on the answer document.

❑   3. Collect all answer documents after every test session.
   A) count to confirm all answer documents are collected
   B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS ABSENT.** Complete an RI, following instructions (see Section IV, Post-Test Procedures)
   C) ensure student demographics are filled out completely
   D) erase the "ABSENT" bubble if a student makes up a test
   E) remove any tape, sticky notes, staples, paper clips, etc.
   F) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
   G) complete a separate ITM form for each content area AND a separate one for each incident type, sign and paper band with the affected document(s); include incorrectly completed answer documents—do NOT erase, write "Void," or make any other comments on the answer documents
   H) bind ITM materials together using only **paper** for bands (adding machine tape works well)

❑   4. Collect all test materials after every test session.
   A) examine test booklets to ensure no used answer documents have been left in error
   B) count to confirm all materials have been collected
   C) remove any tape, sticky notes, staples, paper clips, etc.
   D) ensure all scratch paper has been signed and collected
   E) examine scratch paper for any inappropriate information and complete an RI if needed
   F) identify test booklets to be included under ITM (see Section IV, Inactive Test Material [ITM])
   G) complete an ITM form only if there are materials to accompany the ITM form; **sign** and **paper band** with the affected material
   H) bind ITM materials together using only **paper** for bands (adding machine tape works well)
   I) When completing an ITM, if the box choices provided do not cover the situation, describe circumstances if needed.
   J) When "wrong test" box is checked on ITM, identify correct test to have been administered or stipulate that test need not have been taken.

❑   5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, Braille and Large Print Tests).

❑   6. Compile a list of absent students, noting tests missed, and give to the Building Testing Coordinator at the completion of the test administration.

❑   7. Complete the GIS according to instructions, per school procedures (see Section IV, Group Information Sheet [GIS]).

❑   8. Complete the Answer Document Envelope.
   A) write teacher name as listed on GIS, school, system, and number of students in upper left corner
   B) write content area of materials enclosed in large bold print at top
   C) place answer documents under completed GIS inside envelope

❑   9. Complete and handle all appropriate State assessment forms according to school procedures (see Section IV, Post-Test Procedures).
   Note: Do **not** write comments on answer documents.
   A) RI completed online (enter RIs or indicate NO RIs)
   B) Breach of Testing Security Report as needed
   C) Medical Exemption Request as needed

| *Checklists may be copied—Do not remove from manual* |

❑ 10. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.

    A) scratch paper

    B) list of absentees

    C) completed GIS, per school instructions

    D) used answer documents in Answer Document Envelopes (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)

    E) modified format tests and transcribed answer documents

    F) paper-banded ITM form and related materials

    G) other used and unused test materials

        (1) used test booklets, including those marked with student names and/or stray marks

        (2) unused answer documents and test booklets

    H) ancillary materials

    I) materials with manufacturing defects (notify the Building Testing Coordinator)

Note: ***EVERY USED ANSWER DOCUMENT SHOULD BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate GIS in the Answer Document Envelope for processing. Paper band those NOT to be scanned to a <u>completed</u> ITM; DO NOT ERASE STUDENT INFORMATION.***

Test Administration

Test Administrator's Checklist

Answer Document, Sample

Note: Answer documents are content specific and must match the test book color.

Tennessee Comprehensive Assessment Program

End of Course Assessment

English II

FORM D

1 LAST NAME / FIRST NAME / MI

3 ETHNIC ORIGIN
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White

4 BIRTH DATE — Month / Day / Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

5 GENDER
- Female
- Male

6 MEMBERSHIP
- 1
- 2
- 3
- 4

2 UNIQUE STUDENT ID

9 TEST VERSION (1–30)

GRADE
- Pre 7
- 7
- 8
- 9
- 10
- 11
- 12
- Post 12

OPTIONAL CODES

8 SCHOOL NAME / SYSTEM NAME / TEACHER NAME

10 TESTING STATUS
- First Time Taker
- Repeat Taker

DIPLOMA REQUIREMENT
11 Yes

12 INSTRUCTIONAL AVAILABILITY
To be completed by school personnel ONLY

Traditional
- 150 days or more
- 75-149 days
- 74 days or fewer

Modified
- 75 days or more
- 38-74 days
- 37 days or fewer

15 CODE A B
- Code A
- Code B

ABSENTEE STATUS
20 Absent

13 OTHER PROGRAMS
- 504 Service Plan
- Gifted
- Functionally Delayed (Do not include in Sp. Ed.)
- Migrant
- Home School

16 ESL SERVICES
Choose Only One:
- ELL Excluded
- ELL
- T1
- T2

18 ELL Accommodations
- S

19 MODIFIED FORMAT TEST
- Braille
- Large Print
- ELSA

17 STATE USE ONLY
- A1
- A2
- A3
- A4
- B1
- B2
- B3
- B4
- C1
- C2
- C3
- C4

14 TITLE I
- Title I SWP (Schoolwide Programs)
- Title I TAS (Targeted Assisted Schools)

21 SPECIAL EDUCATION
- Special Education Services (less than 4 hours per week)
- Special Education Services (4 through 22 hours per week)
- Special Education Services (23 or more hours per week)

22 SPECIAL ACCOMMODATIONS
- B
- C
- D
- E
- F
- H
- I

Student Accountability Demographic Information

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in <u>only one</u> circle in each column.

❑ Ensure student demographic information is properly marked.

- ❍ use No. 2 pencil to make dark, solid marks that fill the circle completely
- ❍ make no stray marks
- ❍ marking more than one circle in each column will invalidate the coding
- ❍ erase changes completely

❑ Code student demographic information on the answer documents.

1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. <u>Fill in the corresponding circle below each letter.</u>

2. **UNIQUE STUDENT IDENTIFICATION NUMBER:** The student's Unique Identification Number, generated by EIS (State ID), must be printed in the boxes and the corresponding circles filled in below each number. If the number has fewer than nine digits, please pre-fill the empty bubbles, using leading zeros. Do not code with **"999-99-9999."**

3. **ETHNIC ORIGIN:** Fill in the circle that <u>best represents</u> the student's ethnic origin.

4. **BIRTH DATE:** Print date of birth information at the top of each column, then fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

5. **GENDER:** Fill in the appropriate circle.

6. **MEMBERSHIP:** Fill in the circle corresponding to the student's enrollment. These data are issued for AYP Accountability.

   (1) The student has been continuously enrolled in this school <u>at some point in</u> the 1st reporting period.
   (2) The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district <u>at some point in</u> the 1st reporting period.
   (3) The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in a Tennessee school district <u>at some point in</u> the 1st reporting period.
   (4) The student has **NOT** been continuously enrolled in a Tennessee public school district <u>at some point in</u> the 1st reporting period.
   Note: Home School and Private School students should be coded in this area.

7. **GRADE:** Fill in the circle corresponding to the student's grade level. **Note:** Pre-7 students are students in grades prior to 7th grade. Post-12 students are students not in a traditional school setting.

8. **TEACHER, SYSTEM, AND SCHOOL:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Out-of-System students will require a separate GIS and SGL; school code for out-of-system is "9999." The teacher's name **must be written EXACTLY** as it appears on the GIS. If the student is a repeater or is not enrolled in the course, use the name of a certified licensed teacher or administrator.

9. **TEST VERSION:** Fill in the corresponding circle for the version of the test booklet used by **each** student.

10. **TESTING STATUS:** Fill in the appropriate circle(s) for the student's testing status.
    - ❍ First Time Taker—Enrolled in course first time
    - ❍ Repeat Taker—Re-enrolled or repeating a course

11. **DIPLOMA REQUIREMENT:** Bubble "Yes" if this assessment will be used to satisfy the student's Gateway diploma requirement.

12. **INSTRUCTIONAL AVAILABILITY/CLASS ATTENDANCE:** Fill in only <u>one</u> of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional Schedules, select from among the following:
❍ 150 days or more
❍ 75–149 days
❍ 74 days or fewer

For Modified Schedules, select from among the following:
❍ 75 days or more
❍ 38–74 days
❍ 37 days or fewer

13. **OTHER PROGRAMS:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.

❍ 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.
❍ Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services.
❍ Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. In the *Special Accommodations* section, bubble any Special Accommodations used with Functionally Delayed students. Functionally Delayed students are **NOT** counted as Special Education for AYP.
❍ Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
❍ Home School: Certain categories of Home School students at given grade levels must be assessed (See Testing Home School Students information section, page 25.)

14. **TITLE I: (Only schools receiving Title I funds complete this information.)**

❍ SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
❍ TAS—Targeted Assisted School: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

15. **CODE A/B: (All schools must complete this information.)** Fill in the corresponding circle for **each** child in **every** school.

❍ Code A: ELIGIBLE for free or reduced price lunch
❍ Code B: NOT eligible for free or reduced price lunch

> Code A or B:
>
> Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories, including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

16. **ESL SERVICES:**

❍ **ELL EXCLUDED:** Fill in this circle for students who are enrolled in **English II** and taking the assessment. All the content area scores for these students are excluded from calculations for AYP Accountability based on ELL Exclusion guidelines (See Section III, Test Accommodations).
❍ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, English Language Learner Accommodations and Exclusions). NOTE: Not all ELL students are ELL Excluded. See Section III, Test Accommodations for guidelines.

Coding Instructions may be copied—Do not remove from manual

Test Administration

❍ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the ELDA (English Language Development Assessment) and have scored fluent English proficient or above on all subtests on the ELDA. Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) for the second year. T1 and T2 students do not receive ELL accommodations.

17. **STATE USE ONLY:** Testing of Homebound students should be addressed in each student's education plan. Allowable Accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system-designated testing dates. An answer document MUST be completed and scanned for ALL Homebound students enrolled in End of Course classes. Homebound students' assessments will be processed under his/her school and teacher. See Section IV: Post-Test Procedures.

❍ Bubble "B1" for Homebound students. Testing of Homebound students should be addressed in each student's education plan. Allowable Accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system-designated testing dates. An answer document MUST be completed and scanned for ALL Homebound students enrolled in End of Course classes. Each Homebound student's assessment will be processed under his/her school and teacher.

❍ Bubble "C1" for students currently enrolled in a CTE (Career Technical Education) course.

18. **ELL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, English Language Learner Accommodations and Exclusions).

❍ Q extended time (All AYP EOC and EOC assessments are now untimed.)
❍ R bilingual dictionary
❍ S read aloud internal **test instructions verbatim**
❍ T read aloud internal **test items verbatim**

19. **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used (see Section III, Special Accommodations).
   Note: Incorrectly or inappropriately completing these circles may affect the student's score.

❍ Large Print
❍ Braille
❍ ELSA (All ELL students are eligible to take the ELSA, but not T1 or T2 students.)

20. **ABSENTEE STATUS:** Fill in the corresponding circle if the student is absent. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.

❍ "Absent" should be marked only for students who are currently enrolled in the course but are not present to take the test on the initial administration day or make-up day(s). It should NOT be marked for students who are present but refuse to test or who leave during the test administration without completing the test. If the student makes up the test, erase this bubble completely.

❍ "Absent" should be marked for any student for whom a Medical Exemption is being requested.

Verify student demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.

21. **SPECIAL EDUCATION:** Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.

❍ Special Education Services (less than 4 hours per week)
❍ Special Education Services (4 through 22 hours per week)
❍ Special Education Services (23 or more hours per week)

22. **SPECIAL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, Special Accommodations)

    ❍ B   Read Aloud Internal Test Instructions/Items
    ❍ C   Prompting Upon Request
    ❍ D   Interpreter Signs/Cues Test
    ❍ E   Manipulatives
    ❍ F   Assistive Technology
    ❍ G   Calculator
    ❍ I   Unique Accommodation

Test Administration

Coding Instructions may be copied—Do not remove from manual

Testing Home School, Homebound, and Alternative School Students

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School. See Other Programs instructions on page 22.

2. Complete a **separate Group Information Sheet** (GIS) for each student tested.

3. List all Home School students on a single School/Group List (SGL) per content area. Make sure the TEACHER NAME is exactly the same on the SGL and the GIS. <u>Fill in the Content Area in the space provided at the top of the SGL.</u>

4. Place <u>ALL</u> Home School GISs and answer documents in an Answer Document Envelope by content area. Write the number of students, HOME SCHOOL, and the Content Area on the outside of the envelope.

5. The Home School Answer Document Envelope(s) are placed **<u>below</u>** all Non-School answer documents when taken to the system central office and to the scanning site.

    A) Write **HOME SCHOOL** in the box for System Name.
    B) Code 00981 for the Home School system number.
    C) Code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County) for the **SCHOOL NUMBER**.
    D) Fill in **YOUR SYSTEM NAME** for the School Name.
    E) Bubble the assessment type, Gateway or End of Course.
    F) Write the name of the test in the box labeled "Content Area" (e.g., Algebra I or U.S. History).
    G) Fill in **TEACHER'S LAST NAME** spaces with HOME and the **TEACHER'S FIRST NAME** spaces with <u>student's last name</u>.
    H) Fill in **LICENSURE NUMBER** spaces with the student's **UNIQUE STUDENT IDENTIFICATION NUMBER**.
    I) Bubble **CLASS PERIOD** "Other."
    J) Bubble **NUMBER STUDENTS TESTING**.
    K) Bubble **NUMBER STUDENTS ABSENT**.
    L) Bubble **NUMBER ANSWER DOCUMENTS RETURNED**.

Testing Homebound Students

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

- Special attention should be given to test security.
- The Homebound student must be tested during the system's designated testing dates.
- The Homebound student should be coded at his/her school of record/enrollment.
- The completed answer document should be placed under a Group Information Sheet (GIS) for his/her teacher of record/enrollment.
- On the answer document, bubble "B1" in the *State Use Only* box.

Testing Alternative School Students

The performance data of a student remanded to an alternative school must be sent to the school of record (remanding school). Consequently, a student enrolled in an alternative school must be coded at his or her school of record. Bubble the school of record in the *School Name* section of the student's answer document.

Checklists may be copied—Do not remove from manual

Mathematics Calculator Use

Students may use a calculator on the Algebra I and Algebra II EOC tests, per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Non-factory applications and programs must be disabled or removed from the calculator before the test administration. **During state-mandated testing**, calculators **must** be used with the original factory default settings.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- Some examples of prohibited calculators are:
  - ❍ Casio models: CFX-9970G, Algebra FX 2.0
  - ❍ Hewlett-Packard models: HP-40G, HP-49G
  - ❍ Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE — the CAS version (The non-CAS version of TI-NSPIRE is allowable.)
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cell phones, PSPs, and/or iPods

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The use of devices that have a Computer Algebra System (CAS) is NOT allowed. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Mathematics Reference Pages

Mathematics reference pages are located inside the front covers of the Algebra I and Algebra II test booklets. Students may use these pages during the testing session. The Test Administrator should inform students these pages are available for their use.

Reference pages can be located at
http://www.state.tn.us/education/assessment/tools_resources.shtml

Mathematics Square Root Chart

A square root chart is no longer included in the mathematics reference page. The chart is now available online and may be printed for student use prior to testing.

The square root chart can be located at
http://www.state.tn.us/education/assessment/tools_resources.shtml

Test Directions (Algebra I, Biology I, English II, U.S. History, English I, and Algebra II)

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should be the same color. Read the bold statements beside the word "Say" verbatim to the students. This is to be read after student demographics have been completed (see pages 21–24, Student Accountability Demographic Information).

Say **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer document in the section labeled "TEST VERSION."**

Make sure the students complete this information.

Say **Read the directions on the back of the answer document. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer document that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

NOTE: Test Administrator, inform students of Mathematics Reference Page or Pages.

Say **When you come to the word *STOP*, you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.**

 Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **On the back of the answer document, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.**

All AYP EOC and EOC tests are untimed.

When all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Checklists may be copied—Do not remove from manual

Make-up Testing

Plans should be made to allow all students to make up any tests not attempted during the regular test session. EOC English I, U.S. History, and Algebra II make-ups should be administered within four school days of the initial test date. AYP and EOC Assessment (Algebra I, Biology I, and English II) should be made up on the assigned make-up day.

BEFORE TESTING

1. Plan a school make-up testing schedule to complete make-up testing as soon as possible within the testing window.

2. Identify and contact students who need to make up a test(s).

3. Schedule students listed on the Absentee List to make up a test(s).

4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Test Administration Manual*.

DURING TESTING

1. Establish a quiet, secure place for the administration of the make-up tests.

2. Code or help students code the Student Accountability Demographic Data on the answer documents, according to instructions in this manual.

3. Administer the test, adhering to test directions and time limits defined in this manual.

AFTER TESTING

1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.

2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.

    A) ensure all absent students **who were unable to take a make-up test** have a completed answer document with the ABSENT circle darkened under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents;

    B) ensure that the ABSENT circle has been completely erased for all students **who have taken a make-up test** and that the answer document containing their responses is under the appropriate GIS;

    C) if students **who have taken a make-up test used a new answer document** and also have an answer document with the ABSENT circle darkened in the stacks of answer documents, remove the answer document that **does not contain responses** and place it under an Inactive Test Material (ITM) form with the appropriate incident type checked—be sure that no student has **two answer documents to be scanned and scored**.

2010–2011 TCAP Allowable Accommodations

TCAP Allowable Accommodations Chart 2010-2011

Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End-of-Course (EOC)/ELSA	Gateway	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables	Math Only Multiplications, Division, Subtraction, Addition Tables See *Test Administration Manual* for Calculator Policy	Algebra I Algebra II Only Multiplications, Division, Subtraction, Addition, Square Root Table See *Test administration Manual* for Calculator Policy	Gateway Mathematics Only Multiplications, Division, Subtraction, Addition, Square Root Table See *Test administration Manual* for Calculator Policy	Not Applicable – no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers				Special Accommodation Only
Student Answers in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Answers on Separate Sheet of Paper	Allowed	Allowed	Allowed	Special Accommodation Only
Answers Recorded by Scribe			Allowed	Special Accommodation Only
Marking in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

For questions regarding Special Education Assessments, contact Lori Nixon at (615) 741-0720.

Test Accommodations

Checklists may be copied—Do not remove from manual

Allowable Accommodations

(For use by *any* student—General Education, Special Education, and ELL—as appropriate.)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.**

Use of Allowable Accommodations should be based on **individual** student need. Allowable Accommodations **do not** apply to an entire general education classroom but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodation with the student prior to testing. More information about Allowable Accommodations is available at http://tennessee.gov/education/assessment/accommodations.shtml.

TCAP Allowable Accommodations are specifically defined as follows:

BRAILLE TESTS: Braille versions are available for all of the End of Course (EOC) Tests.

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the back cover of the test booklet.
3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, Special Accommodations, for additional information.
4. Complete the student demographic information on the regular answer document stamped "Braille." Ensure that the circle for Braille and any accommodations used have been filled in.
5. Carefully transcribe answers verbatim from the Braille test booklet to the regular answer document stamped "Braille."
6. Place the transcribed answer document under a Group Information Sheet (GIS) for the student's teacher. Braille tests must have a separate GIS.
7. Place the Braille test booklet in the envelope labeled "Braille" that was enclosed in the Braille packet.
   A) Record the transcriber's name, student's name and Student ID number, the school name and number, and the system name and number on the envelope.
   B) The Braille Envelope should remain with the answer documents at all times.
   C) Take the Braille Envelope to the Regional Scanning Site.

LARGE PRINT TESTS: Large Print versions are available for all of the End of Course (EOC) Tests.

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the back cover of the test booklet.
3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, Special Accommodations, for additional information.
4. Complete the student demographic information on the regular answer sheet stamped "Large Print." Ensure that the circle for Large Print and any accommodations used have been filled in.
5. Carefully transcribe answers verbatim from the Large Print test booklet to the regular answer document stamped "Large Print."
6. Place the transcribed answer document under the appropriate Group Information Sheet for the student's teacher.
7. Place the Large Print test booklet in the envelope labeled "Large Print" that was enclosed in the Large Print packet.
   A) Record the transcriber's name, student's name and Student ID number, the school name and number, and the system name and number on the envelope.
   B) The Large Print Envelope should remain with the answer documents at all times.
   C) Take the Large Print Envelope to the Regional Scanning Site.

SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.

CALCULATORS/MATHEMATICS TABLES: Calculators and/or mathematics tables **may** be used only on the Algebra I and Algebra II EOC assessments. Mathematics tables are defined as the following: Addition, Subtraction, Multiplication, Division, and a Square Root Table. For additional information concerning appropriate calculator use, see Mathematics Calculator Use policy.

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

VISUAL/TACTILE AIDS: Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white-noise machines.

MULTIPLE TESTING SESSIONS (within same school day): An EOC assessment may be administered in smaller segments given that the assessment is completed within the same school day. All EOC assessments are untimed. Breaks taken by the student during the testing period must be closely supervised.

Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

FLEXIBLE SCHEDULING: An EOC assessment may be administered at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each EOC assessment given must be completed within the same school day.

Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS). All transcribed answer documents must travel with the test books from which student answers have been transcribed.

MARKING IN TEST BOOKLET: Students taking TCAP assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to him/her in an individual setting.

2010–2011 TCAP Special Accommodations

All Special Accommodations must be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	Gateway	End of Course (EOC)/ELSA	Writing
A. Extended Time	-Extended time limits determined by IEP team or 504 committee	-Not Applicable-Untimed	-Not Applicable-Untimed	-Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
C. Prompting Upon Request	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
D. Interpreter Signs/Cues Test	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas
E. Manipulatives	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-Not applicable
F. Assistive Technology	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success
G. Calculator	-As indicated on IEP or 504 service plan for use in the content area of Science *Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation	-See Allowable Accommodation Chart for appropriate calculator use	-See Allowable Accommodation Chart for appropriate calculator use	-Not applicable
H. Scribe	-Allowable Accommodation	-Allowable Accommodation	-Allowable Accommodation	-As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations

For questions regarding Special Education Assessments, contact Lori Nixon at (615) 741-0720.

Test Accommodations

Test administration questions related to Special Accommodations should be directed to Assessment, Evaluation and Research Division at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at http://tennessee.gov/education/assessment/accommodations.shtml. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. **If the accommodation determined by the IEP Team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a** *Unique Adaptive Accommodation Request Form* **(UAARF) may be submitted to the Department of Education for review. UAARFs can be downloaded from http://www.tennessee.gov/education/assessment/accommodations.shtml.**

SPECIAL ACCOMMODATIONS			
○ B	○ C	○ D	○ E
○ F	○ H	○ I	

TCAP Special Accommodations are specifically defined as follows:

B. Read Aloud Internal Test Instructions/Items:

As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need.

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment (i.e., whether to read aloud the instructions/items for the entire test or for specific sections of the test).

C. Prompting Upon Request:

Prompting Upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting Upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting Upon Request may be used on all tests, including those measuring reading/language arts, **as appropriate**, by students with **IEP** documentation of need.

Prompting Upon Request is a viable alternative for the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting Upon Request is appropriate when the student requires assistance to read isolated words in the test context. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test—verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

D. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

E. Manipulatives:

Special Accommodation E may be used on mathematics tests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program**. Manipulatives include: number lines, counters, shapes, textured material (e.g., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session.

F. Assistive Technology:

Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would "Read-Aloud" any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device that would read the assessment.

G. Calculators:

Calculator use is not considered a Special Accommodation in the content area of Math on all TCAP assessments.

I. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodation Request Form* (UAARF). All *Unique Adaptive Accommodation Request Forms* should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodation Request Forms* should be submitted to the Department of Education for review and approval as soon as need is indicated.

The UAARF may be found at the following site:
http://tennessee.gov/education/assessment/accommodations.shtml

2010–2011 English Language Learner (ELL) Accommodations

Accommodations		TCAP Achievement (grades 3–8)	TCAP End-of-Course (EOC)	TCAP Writing Assessment	ELDA	Gateway Diploma Requirement
Q	Extended Time[1]	Time and a half per subtest	Not applicable — Untimed	Time and a half	No Accommodations allowed	Not applicable — Untimed
R	Bilingual Dictionary	Not allowed for Reading/ Language Arts	Not allowed for EOC English I and English II	Not allowed	No Accommodations allowed	Not allowed for Gateway Language Arts
S	Read Aloud in English Test Instructions	All subtests	All tests	All tests	No Accommodations allowed	All tests
T	Read Aloud in English Internal Test Items	Not allowed for Reading/ Language Arts	Not allowed for EOC English I and English II	All tests	No Accommodations allowed	Not allowed for Gateway Language Arts

*All ELL students are eligible for Allowable Accommodations, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

*Transitional ELL students who have tested proficient on the state-mandated language proficiency assessment and are in the two required years for monitoring are not entitled to ELL accommodations and should be coded only as T1/T2 on the TCAP answer document.

*Gateway requirements apply only to students who entered high school before the 2009–2010 school year.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the TN ESL Assessment Program Manager, Steven Nixon, at (615) 741-0720.

_____

[1] If the student uses both ELL and Special Accommodations, Extended Time is determined by the IEP Team or 504 Review Committee.

Test Accommodations

English Language Learner (ELL)
Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. All English Language Learners (ELL) enrolled in an EOC course must participate in the appropriate EOC assessment. The State of Tennessee English Language Learners (ELL) Testing Policy states the following:

> The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

ELL status must be determined by the State of Tennessee ESL Assessment. A composite score of less than English Proficient qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding ELL Accommodations should be referred to Steven Nixon (615) 741-0720.

ELL First Year Excluded

There is no blanket exclusion of ELL students. Exclusions must be **individually determined** based on the guidelines listed below.

ELL students **may have their scores excluded** from the calculations for AYP Accountability for English I and English II if they:

A) are identified on the Home Language Survey as speaking a language other than English and
B) score less than advanced in two or more of the assessed domains on the test of English fluency and
C) are in their **first year of enrollment** in a U.S. school.

NOTE: The "ELL Excluded" bubble should only be darkened if the student meets **ALL** of the above guidelines.

Students may not be excluded for more than one year for calculations for AYP Accountability.

ELL Students Classified as T1/T2 ELL

ELL students who have scored proficient on ELDA (English Language Development Assessment) are classified as Transitional 1 (T1) the first year, and as Transitional 2 (T2) the second year. T1/T2 students are not eligible to receive ELL accommodations.

ELL Accommodations

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the EOC Tests. The example of ELL Accommodations bubbles (see below) may not apply for all EOC Tests. (See 2010–2011 English Language Learner [ELL] Accommodations table.)

ELL Accommodations			
Q	R	S	T
○	○	○	○

Q. Extended Time

All End of Course (EOC) assessments are now untimed.

R. Bilingual Dictionary

This accommodation **may not be used for EOC English I or English II**.

ELL Accommodation R may be used on the following EOC Tests: U.S. History, Algebra I, Algebra II, and Biology I.

Electronic dictionaries and/or translators are prohibited for all students.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "ELL" circle and the "ELL Accommodation R" circle are darkened on the answer document.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all EOC Tests.

Eligible students must receive this accommodation under the following conditions:

• The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
• Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test**.

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "ELL" circle and the "ELL Accommodation S" circle are darkened on the answer document.*

T. Read Aloud Internal Test Items in English

This accommodation is **not allowed for EOC English I and English II**.

Eligible students must receive this accommodation under the following conditions:

• The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same versions of the achievement test.
• Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "ELL" circle and the "ELL Accommodation T" circle are darkened on the answer document.*

Group Information Sheet (GIS)

CODING INSTRUCTIONS

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents that are to be reported together. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. GISs pre-coded with school-specific data must not be interchanged between schools or systems.**

❑ Ensure GIS information is properly marked.

  ❍ use No. 2 pencil to make dark solid marks that fill the circle completely

  ❍ make no stray marks

  ❍ marking more than one circle in each column will invalidate the coding

  ❍ erase changes completely

  ❍ do not fill in circles beneath blank boxes

❑ Keep the following points in mind when preparing the GIS.

  ❍ note that some information may have been pre-coded

  ❍ answer documents to be scanned must be placed under a GIS (a maximum of fifty answer documents per GIS)

  ❍ answer documents to be destroyed should not be placed under a GIS

  ❍ content areas should not be combined under a GIS

  ❍ if completing a blank GIS, refer to a pre-coded GIS to ensure information is identical for processing

❑ Complete GIS information.

  1. **SYSTEM NAME:** This may be preprinted. Print system name. (For private schools, the system name and school name are the same.) For out-of-system instructions, see page 40.

  2. **ASSESSMENT TYPE:** Bubble "End of Course"

  3. **CONTENT AREA:** Using a No. 2 pencil, indicate the content area being tested.

  4. **SYSTEM NUMBER:** This may have been pre-coded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 5-digit number.

  5. **SCHOOL NUMBER:** This may have been pre-coded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 4-digit number.

  6. **SCHOOL NAME:** The school name may have been preprinted. If using a blank GIS, print the school name exactly as it appears on a preprinted GIS. If preprinted forms are not available, the System Testing Coordinator must contact Assessment, Evaluation and Research for correct coding information.

  7. **TEACHER LAST NAME:** Print teacher's last name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**

  8. **TEACHER FIRST NAME:** Print teacher's first name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**

  9. **LICENSURE NUMBER:** The teacher's licensure number must be filled in accurately. If the number has fewer than nine digits, pre-fill the empty bubbles, using leading zeros.

  10. **CLASS PERIOD:** Fill in the circle for the appropriate class period.

Post–Test Procedures

11. **NUMBER STUDENTS TESTING:** Print in the boxes the number of students testing (this includes any student who refuses to test or leaves the testing area). Fill in the corresponding bubble below each number. Single- or double-digit numbers must be preceded by zero(s).

12. **NUMBER STUDENTS ABSENT:** Print in the boxes the number of students absent who were required to test. Fill in the corresponding bubble below each number. Single-or double-digit numbers must be preceded by zero(s).

13. **NUMBER ANSWER DOCUMENTS RETURNED:** Print in the boxes the total number of students testing and students absent (e.g., Box 11 + Box 12 = Box 13).

NOTE: OUT-OF-SYSTEM STUDENTS: The need for this coding occurs mainly during Summer administration but may arise during other administrations.

○ **SYSTEM NAME:** Print "Out-of-System."

○ **SYSTEM NUMBER:** Print testing system number and fill in the corresponding circles.

○ **SCHOOL NUMBER:** Print "9999" and fill in the corresponding circles.

SUMMER GIS GROUPINGS: When testing students from other schools, a separate GIS should be completed for each high school, if reporting of scores by individual high schools is desired. SGLs should match the GISs.

Coding Instructions may be copied—Do not remove from manual

Post-Test Procedures

Group Information Sheet (GIS), Sample

1 SYSTEM NAME

2 ASSESSMENT TYPE (choose one)

◯ Gateway   ◯ End of Course

3 CONTENT AREA

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response circle completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ⊘ ⊗ ⬭ ⊙

4 SYSTEM #

5 SCHOOL #

6 SCHOOL NAME

PRE-CODED

Tennessee
Group Information Sheet

7 TEACHER LAST NAME

Teacher's Name
(Last and First)
<u>MUST</u> exactly
match SGL and
Answer Document!

8 TEACHER FIRST NAME

9 LICENSURE NUMBER

Teacher's
Licensure Number
<u>MUST</u> be filled in
accurately!

10 CLASS PERIOD

◯ First
◯ Second
◯ Third
◯ Fourth
◯ Fifth
◯ Sixth
◯ Seventh
◯ Eighth
◯ Ninth
◯ Other

11 NUMBER STUDENTS TESTING

12 NUMBER STUDENTS ABSENT

13 NUMBER ANSWER DOCUMENTS RETURNED

+   =

A Maximum of
Fifty Per GIS!

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

ISD1114

Printed in the USA by Pearson

186110-001:321

Post-Test Procedures

School/Group List (SGL)

COMPLETION INSTRUCTIONS

Building/System personnel must enter School/Group List (SGL) information on the TCAP Reports website (https://tdoe.randasolutions.com) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Print SGL forms and take them with Answer Document Envelope to scan site and retain a copy for the system/school. The School/Group List (SGL) provides a comprehensive list of all Group Information Sheets (GISs) for each school. Every GIS completed for a school should have an identical entry on the SGL. Use the SGL to cross reference information from the GISs and to verify the number of answer documents to be scanned/scored. TDOE uses the SGL to double check that groups of answer documents have been received. Use one SGL per content area. **Incorrect or incomplete information may result in delayed test processing and inaccurate reports and/or AYP data.**

❑ Keep the following points in mind when preparing the SGL:

　❍ if a teacher/administrator has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately

　❍ for End of Course, each content area must be listed on a separate SGL **(combining content areas on an SGL will delay processing)**

❑ To complete the online SGL information:

　❍ Go to https://tdoe.randasolutions.com (requires User Name and Password).

　❍ Select School/Group Lists (SGL) from the "Processing" tab.

　　1. **Select a test:** Select the test administration from the drop down menu (e.g., 2010 Fall EOC).
　　2. **Select a school:** Select the school from the drop down menu. If you are a user who only has access to one school, this action will not be necessary.
　　3. **Contact Information:** Enter the Building Testing Coordinator's name, email address, and telephone number including the area code.
　　4. **Select a content area:** Select the content area from the drop down menu.
　　5. **Teacher Last Name/Teacher First Name:** List each teacher by the last name and the first name shown on the GIS. **The name should be spelled and written EXACTLY as it is on the GIS.** Note: If a teacher has multiple GISs, list each separately on the SGL. Make sure the name is exactly the same on the GIS.
　　6. **Class Period:** List the class period shown on the GIS.
　　7. **Number Students Testing:** List the number of students tested (this includes any student who refuses to test or leaves the testing area). This number should match the number shown on the GIS.
　　8. **Number Students Absent:** List the number of students absent who were required to test. This number should match the number shown on the GIS.
　　9. **Number Answer Documents Returned:** A total should appear for each teacher entry. This number should match the corresponding GIS. The Number Answer Documents Returned represents the sum of the Number Students Testing and Number Students Absent.
　　10. Upon completion of each SGL, be sure to save changes and **confirm that all the information is complete for the school/test/content area** by clicking the check box at the bottom of the page.
　　11. Select SGL Assistant from the "Processing" tab and submit SGL data to the State.

Checklists may be copied—Do not remove from manual

Post-Test Procedures

School/Group List, Sample

System Name: [▼]

Select a test: [▼]

Select a school:

Select a content area: [▼]

Contact Information

Contact Name: [ ]

E-Mail: [ ]

Phone Number: [ ]

Content Area	Status

GENERAL INSTRUCTIONS: ⌃

Use one School/Group List per content area

Every Group Information Sheet (GIS) completed by your school should have an identical entry on the lines below.

TDOE uses the School/Group List to double check that we have received all your groups of answer documents.

The Number of Answer Documents Returned includes the total of the Number of Students Testing and Number of Students Absent.

Use the tab key to navigate within the rows. Tabbing off a row will start a new record.

Totals in the School/Group List below will not be recalculated until changes are saved.

ADDITIONAL INSTRUCTIONS: ⌃

Teacher Name: Please spell first and last names EXACTLY as bubbled on Group Information Sheet (GIS).

Class Period: As it appears on the form

Number Students Testing: The Number as marked on GIS

Number Students Absent: The Number as marked on GIS

Number Answer documents returned (Total Testing and Absent count)

*NOTE: This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.

Comment: Use mouse to place cursor in comment box for input, press Tab to move to next row.

	Teacher Last Name (Note: Only 15 characters allowed)	Teacher First Name (Note: Only 10 characters allowed)	Class Period	Number Students Testing	Number Students Absent	Number Answer Documents Returned	Comment	
								Delete
								Delete
								Delete
*								Delete

☐ School **did not test** in this content area

☑ I confirm that all the information above is **complete** for the school/test/content area

[Save Changes]   [Print]   [Exit]

Inactive Test Material (ITM)

> Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school. **These materials are to be taken to the scanning appointment.**

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

The following test materials **should not** be included under the ITM:

❍ Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
❍ Test booklets with only student names or random marks (Place them with used test materials.)
❍ Used writing prompts or directions (Place them with used test materials.)
❍ Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
❍ Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
❍ Unused, pre-coded GISs (Place them with used test materials.)

❑ Test Administrator Responsibilities

❍ do not write comments on answer documents
❍ identify any answer documents or test booklets to be included under ITM
❍ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
❍ complete ITM, **sign**, and paper band with any affected answer documents or test materials
❍ use only paper for bands (adding machine tape works well)
❍ return paper-banded ITM to Building Testing Coordinator

❑ Building Testing Coordinator Responsibilities

❍ do not write comments on answer documents
❍ ensure materials under ITM are those documented on the form
❍ verify use of form corresponds to allowed reasons only
❍ **sign** completed forms
❍ ensure that damaged/contaminated documents are transcribed to a clean answer document which is placed under the appropriate GIS
❍ ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate GIS
❍ ensure only paper has been used for bands (adding machine tape works well)
❍ pack and return paper-banded ITM to System Testing Coordinator per instructions

❑ System Testing Coordinator Responsibilities

❍ do not write comments on answer documents
❍ review ITM for appropriate use, accurate completion, and **sign**
❍ make copy for system use
❍ confirm that damaged/contaminated answer documents were transcribed and that an ITM form was completed
❍ destroy contaminated answer documents and note on ITM form that they were destroyed
❍ take paper-banded ITMs to the scan site

Post-Test Procedures

Inactive Test Material (ITM) Sample

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
INACTIVE TEST MATERIAL

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade/Content _____ Test Administrator _____

Complete one form for each incident type per grade/content area.
This form is to be used **only** if the listed incidents occurred.

- ❑ A pre-coded answer document for a student no longer enrolled is under this form.
- ❑ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ❑ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ❑ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator. By signing below, you attest that the contaminated answer document was destroyed.
- ❑ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

Number of Documents paper banded under this form: _____

Student Name(s) and Student Unique Identification Number(s): _____

_____

_____

TEST ADMINISTRATOR:	Place this completed form on top of the related test material, <u>paper band</u> and return to the Building Testing Coordinator.	_____ **Test Administrator's Signature**
BUILDING TESTING COORDINATOR:	Return this form and materials to the System Testing Coordinator.	_____ **Building Testing Coordinator's Signature**
SYSTEM TESTING COORDINATOR:	Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.	_____ **System Testing Coordinator's Signature**
		_____ **System Testing Coordinator's Phone Number**

Do NOT place the following under this form:
- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Unused, pre-coded GISs (Place them with used test materials.)

ED 3018
Revised 3/09

Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** Other circumstances may require an Inactive Test Material (ITM) form.

Sample Circumstances	Action
Incorrect subtest taken	Complete RI
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	Complete RI
Student left with parent/guardian during testing session	Complete RI
Student refused to take test, Test Administrator ensured completion of demographics	Complete RI
School was dismissed during testing due to inclement weather	Complete RI
Student erased holes in answer document, answers were transcribed to another answer document	Complete ITM RI is not required
Flu epidemic during testing caused large numbers of absences	Process Normally RI is not required
Student tried to look at the paper of a neighboring student whose answers were covered	Process Normally RI is not required
Student made random responses or drew on test	Process Normally RI is not required
Student upset about external events	Process Normally RI is not required
Student left glasses at home	Process Normally RI is not required
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies Office of Assessment for instructions

❑ To complete the online RI information:

   ❍ Go to https://tdoe.randasolutions.com (requires User Name and Password).
   ❍ Select "Reports of Irregularity (RI)" from the "Processing" tab.
      1. Select Grade and Content Area.
      2. Select the irregularity: Option A – J.
      3. System and School Name will be pre-populated.
      4. Enter Incident Date.
      5. Enter Teacher Info (Last Name, First Name).
      6. Enter Contact Info (Name, Email).
      7. Enter Student Info (Last Name, First Name, Middle, Student Unique ID).
        ✔ Be sure to select the "Add Student to List" button.
        ✔ If an irregularity involves all students in a grade, type the following in the Student Info section:
          Last Name: ALL
          First Name: STUDENTS
          Student Unique ID: 000000000
      8. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.

❑ Once all RIs are complete for a school, submit to the system for review. Once all RIs are complete for a system, System Testing Coordinator must submit to the State.

❑ If a school has no RI issues to report, select "No RI's for (Test Administration)" under the Processing tab at https://tdoe.randasolutions.com.

❑ Test Administrator Responsibilities

  ❍ do not write comments on answer documents

  ❍ document testing irregularities including date, grade, affected tests, and specific details

  ❍ list names and Student Unique IDs of all affected students

  ❍ submit documentation to the Building Testing Coordinator; **do not attach related answer document(s)**

❑ Building Testing Coordinator Responsibilities

  ❍ do not write comments on answer documents

  ❍ enter all RI information online and submit to the system

  ❍ keep a copy of each RI for school records

❑ System Testing Coordinator Responsibilities

  ❍ review RI information online, make recommendations, and submit to the State

      Recommendations:
      ✔ Process Normally — Test will be scanned and included in all reports as if no incident occurred.
      ✔ Nullify — Test will be scanned but will show on reports as "nullify." Score will not reflect on system data.
      ✔ Void — Test will not be scanned and no record of test will exist. This is rarely done since it provides no record of a student's opportunity to test.

  ❍ submit hard copies of Breach RIs and Medical Exemption RIs ONLY to the State in the Breach Envelope

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed before the Quick Score Report will be sent. DO NOT WRITE "VOID" OR "NULLIFY" ON ANY ANSWER DOCUMENT!

Report of Irregularity (RI), Sample

TENNESSEE
DEPARTMENT
OF EDUCATION

| Communications Management | Materials Management | Processing Management | Reporting Management |

Hello,   [Update User Information]   [Log Off]

Change Site View to:
Search All
Go

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY (RI)

RI Serial #

Test: Achievement

Grade: – Select –

Content Area / Subtest:

This form is to be used only if one of the following irregularities occured. For other significant circumstances, use a Report of Irregular Testing Conditions. Please mark all that apply below:

- [ ] A. A student or a group of students cheated
- [ ] B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report
- [ ] C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
- [ ] D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest
- [ ] E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made
- [ ] F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions
- [ ] G. Improper test modifications/accommodations were used
- [ ] H. Breach of Security
- [ ] I. Medical Exemption Request
- [ ] J. Other reasons. Please specify

System Name:

School Name:

Incident Date:

Teacher Info (as on the Group Information Sheet):

Last Name:

First Name:

Student Info

| | Student SS # | Unique ID | Last Name | First Name | Middle Name | | |

Last Name (as appears on test document):

First Name (as appears on test document):

Middle Name (as appears on test document):

Student Unique ID:

[Add Student to List >>]   Document the occurence

SYSTEM TESTING COORDINATOR RECOMMENDATION
Check recommenation below for Assessment, Evaluation, and Research review.
Coordinators comments:

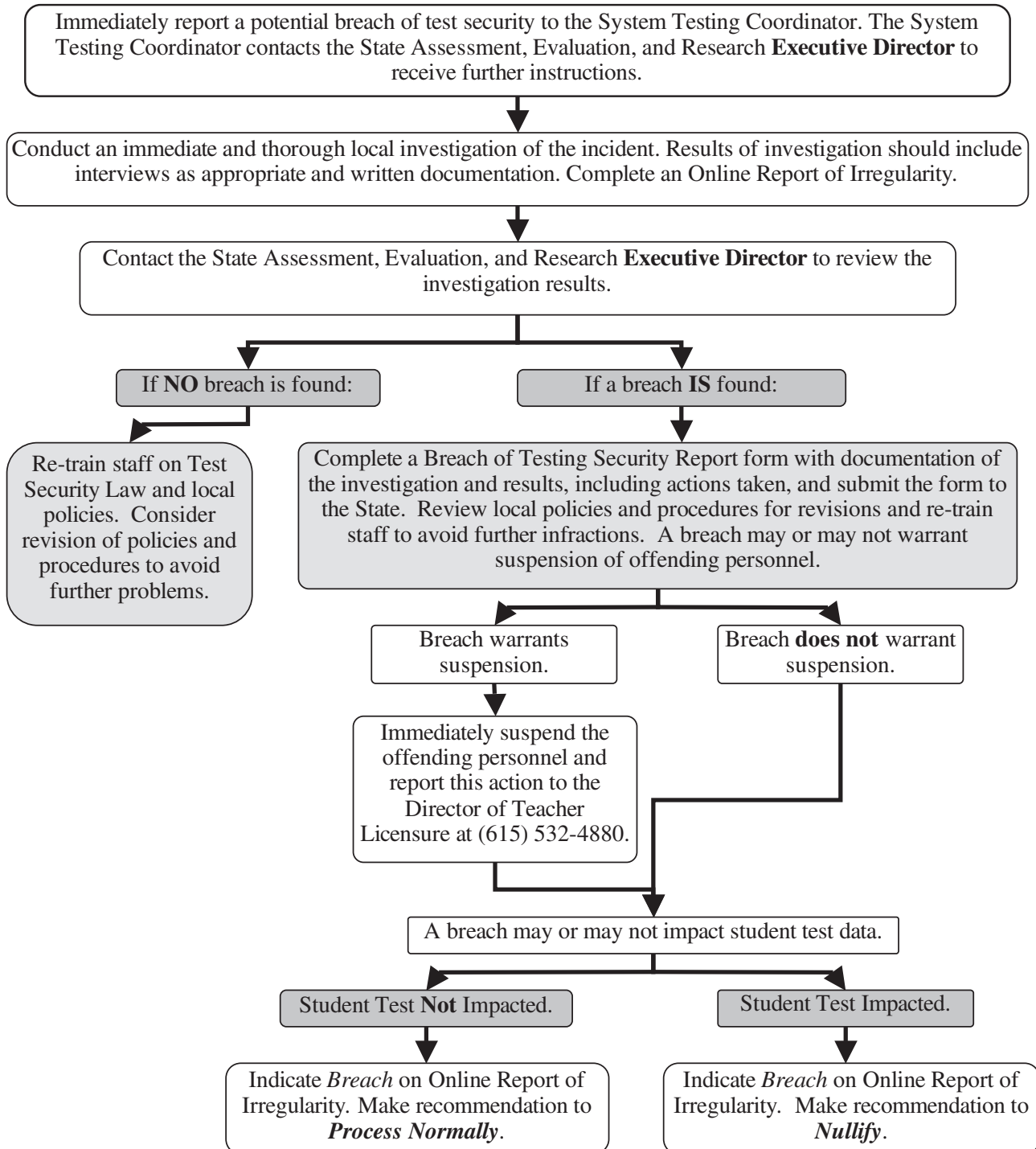( ) Process Normally   ( ) Nullify   ( ) Void
STATE NOTES
State comments:

( ) Process Normally   ( ) Nullify   ( ) Void

[Print]   [Update]   [Back]

Checklists may be copied—Do not remove from manual

Post-Test Procedures

Breach of Test Security Process

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Executive Director at (615) 741-0720.

> Immediately report a potential breach of test security to the System Testing Coordinator. The System Testing Coordinator contacts the State Assessment, Evaluation, and Research **Executive Director** to receive further instructions.

> Conduct an immediate and thorough local investigation of the incident. Results of investigation should include interviews as appropriate and written documentation. Complete an Online Report of Irregularity.

> Contact the State Assessment, Evaluation, and Research **Executive Director** to review the investigation results.

> **If NO breach is found:**

> **If a breach IS found:**

> Re-train staff on Test Security Law and local policies. Consider revision of policies and procedures to avoid further problems.

> Complete a Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit the form to the State. Review local policies and procedures for revisions and re-train staff to avoid further infractions. A breach may or may not warrant suspension of offending personnel.

> Breach warrants suspension.

> Breach **does not** warrant suspension.

> Immediately suspend the offending personnel and report this action to the Director of Teacher Licensure at (615) 532-4880.

> A breach may or may not impact student test data.

> Student Test **Not** Impacted.

> Student Test Impacted.

> Indicate *Breach* on Online Report of Irregularity. Make recommendation to *Process Normally*.

> Indicate *Breach* on Online Report of Irregularity. Make recommendation to *Nullify*.

RI – Breach of Test Security

Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event and then contact the State Assessment, Evaluation and Research Executive Director to review the investigation results. If the incident is determined to be a breach, complete an online Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit all documentation to the State in the Breach Envelope. **The answer document of a student involved in a breach must be included with the appropriate GIS and SGL.**

❑ Breaches of Test Security MUST be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the breach form are available at http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Breach of Test Security information

❍ Go to https://tdoe.randasolutions.com (requires User Name and Password).

❍ Select "Reports of Irregularity (RI)" from the "Processing" tab.

1. RI Serial # and Test will be pre-populated.
2. Select Grade and Content Area.
3. Select "H. Breach of Test Security."
4. System and School Name will be pre-populated.
5. Enter all required information, including:
   ✔ Incident Date
   ✔ Teacher Info (Last Name, First Name)
   ✔ Contact Info (Name, Email)
   ✔ Test Date
   ✔ Explanation of Testing Security Event
   ✔ Name of Reporter, Phone Number, Email Address
   ✔ Student Info (Last Name, First Name, Middle, Student Unique ID)
      Be sure to "Add Student to List."
6. In the "Document the Occurrence" field, copy and paste the entire Explanation of Testing Security Event.

❍ Once all required fields have been completed, **be sure to PRINT** a copy of the Breach of Testing Security Report.

❑ To PRINT the online RI – Breach of Testing Security Report:

❍ Select the "Print" button at the bottom of the RI.
   • RI Report Viewer will pop up on the screen.
   • Select the "Breach of Security" tab to view Breach of Testing Security Report.
   • For this form to print properly, be sure to select the print icon (see sample on page 52). Do not use the print option in the Menu Bar.

❑ Submit a copy of the Breach of Testing Security Report and any related documentation to the State in the Breach Envelope.

Protocol for System Response to Missing Secure Test Materials

1. STC completes thorough investigation and documents all related facts.

2. STC completes a Breach of Testing Security Report and Online Report of Irregularity.

3. STC provides AER with a detailed investigation summary that includes the following information:

   - Specifics about missing secure test materials (e.g., description [answer document, test booklet], quantity, content area)
   - Date test materials were determined missing
   - Last known location of missing test materials
   - Description of storage area for secure test materials
   - Names of all people who had access to area where test materials were stored
   - Name and contact information of Building Testing Coordinator(s) and School Administrator(s)
   - Statements from administrators, Building Testing Coordinators, teachers, and any others involved
   - Description of current security measures in county/school
   - Plan for improved test security measures at system and school level

RI – Breach of Testing Security Report, Sample

RI – Medical Exemption

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. An answer document bubbled "Absent" **must** be completed with demographic information to be scanned for each student whom you are requesting a medical exemption. The answer document of a student for whom you have requested a medical exemption must be included with the appropriate GIS and SGL. The Medical Exemption Request form and current, detailed doctor documentation should be returned in the Breach Envelope. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a Homebound student) cannot take the End of Course Test.

❑ Medical Exemption Requests MUST be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the medical exemption form are available on our website —** *Tools & Resources* **page at** **http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Medical Exemption Request:

  ❍ Go to https://tdoe.randasolutions.com (requires User Name and Password).

  ❍ Select "Reports of Irregularity (RI)" from the "Processing" tab.

  1. RI Serial # and Test will be pre-populated.
  2. Select Grade and Content Area.
  3. Select "I. Medical Exemption Request."
  4. System and School Name will be pre-populated.
  5. Enter all required information, including:
     ✔ Incident Date
     ✔ Teacher Info (Last Name, First Name)
     ✔ Contact Info (Name, Email)
     ✔ Student Date of Birth
     ✔ Student Absent Dates
     ✔ School Test Dates
     ✔ Explanation of Emergency (including name of hospital)
     ✔ Name of Building Testing Coordinator, Phone Number, Email Address
     ✔ Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
     ✔ Name of System Testing Coordinator, Phone Number, Email Address
     ✔ Student Info (Last Name, First Name, Middle, Student Unique ID)
        Be sure to "Add Student to List."
  6. In the "Document the Occurrence" field, copy and paste the entire Explanation of Emergency.

  ❍ Once all required fields have been completed, **be sure to PRINT** a copy of the Medical Exemption Request Form, attach any additional documentation and return to the State in the Breach Envelope.

❑ To PRINT the online RI – Medical Exemption Request:

  ❍ Select the "Print" button at the bottom of the RI.

  1. RI Report Viewer will pop up on the screen.
  2. Select the "Medical Exemption" tab to view Medical Exemption Request.
  3. For this form to print properly, be sure to select the print icon (see sample on next page). Do not use the print option in the Menu Bar.

❑ Submit a copy of Medical Exemption Request form and current, detailed doctor documentation to the State in the Breach Envelope.

RI – Medical Exemption, Sample

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #

Test:

Grade:

Content Area / Subtest:

Test Part:

This form is to be used only if one of the following irregularities occurred. **Please**

○ A. A student or a group of students cheated

○ B. Test administrator/proctor provided inappropriate assistance to student(s)

○ C. A student left or was removed after beginning the test and was unable to co
   completed in documentation below

○ D. For timed tests/subtests, time limits were not observed. This includes rece
   or going back to a previously completed subtest

○ E. A student completed a test using defective materials or the test became da
   transfer of all information to another answer document could not be made

○ F. A student took the wrong test or subtest. System Testing Coordinator must

○ G. Improper test modifications/accommodations were used

○ H. Breach of Security

○ I. Medical Exemption Request ⟵

○ J. Other reasons: Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are no**
Security and Medical Exemption Request are still available in case you need to pr

System Name:

School Name:

Incident Date:

Teacher Info (as on the Group Information Sheet):

Last Name:

First Name:

Contact Information for the State:

Name:

Email:

Medical Exemption Request Form

School Level Completion
The student listed was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student DOB:

Student absent dates:

School Test Dates:

Explanation of Emergency (include name of hospital):

Name of Building Testing Coordinator:

Phone number:

Email:

System Level Completion

RI Report Viewer

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity | Medical Exemption ⟵

1 / 2

40.9%

Find

Sign

Print

Medical Exemption Request

System:

System #:

School:

School #:

Assessment:

Test Administration:

School Level Completion
The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Post-Test Procedures

The Adequate Yearly Progress (AYP) Demographic Review Form

The Adequate Yearly Progress (AYP) Demographic Review form must be completed by each school administering a TCAP Assessment at the conclusion of each test administration. By signing and dating the AYP form, Building and System Testing Coordinators verify that all student accountability demographic data have been reviewed and are accurate and complete and acknowledge that these data will be used to fulfill reporting requirements for NCLB, TVAAS, and the State Report Card. Building Testing Coordinators submit the form to the System Testing Coordinator. System Testing Coordinators should retain all copies of school-level AYP forms and submit to the State one AYP form for the system.

❑ Building Testing Coordinator Responsibilities

 ❍ verify all student accountability demographic data have been reviewed and are accurate and complete

 ❍ complete all required information on AYP form: System Name, System #, School Name, School #, Assessment, and Test Administration

 ❍ sign and date AYP form

 ❍ submit AYP form to the System Testing Coordinator

❑ System Testing Coordinator Responsibilities

 ❍ receive school-level AYP forms and retain copies for system documentation

 ❍ verify with Building Testing Coordinators that all student accountability demographic data have been reviewed and are accurate and complete

 ❍ complete **one** AYP form for the system, including System Name, System #, Assessment, and Test Administration

 ❍ sign and date AYP form

 ❍ return system AYP form to the State in the Breach Envelope

Breach Envelope

One Breach Envelope per system should be returned to the Assessment, Evaluation and Research Division. Return the system AYP Demographic Review form, any Breach of Testing Security Report forms, and any Medical Exemption Requests in the Breach Envelope. Be sure to complete envelope label including System Name, System Number, Testing Coordinator Name, Testing Coordinator Phone Number, and Test Administration. **Breach Envelopes should be returned to the appropriate program manager by overnight mail using one of the following addresses:**

For U.S. Priority Mail:
Tennessee Dept. of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

Fed Ex/UPS:
Tennessee Dept. of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37210

Adequate Yearly Progress Demographic Review

System: _____   System #: _____

School: _____   School #: _____

Assessment: Achievement ☐   Writing ☐   Gateway/End of Course ☐

Test Administration: Fall ☐   Spring ☐   Summer ☐

School Level Completion

I/We have reviewed all student data on the Student Accountability Demographic Sheets (Answer Documents) from our school. To the best of our knowledge these data are accurate and complete. I/We acknowledge that these data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State Report Card.

Building Testing Coordinator: _____
                                                                        Signature

Date: _____

System Level Completion

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets (Answer Documents) are accurate and complete. I/We acknowledge that these data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State Report Card.

System Testing Coordinator: _____
                                                                        Signature

Date: _____

Each school administering a TCAP Assessment must complete and sign this form and submit to the System Testing Coordinator.

The System Testing Coordinator should sign and submit **ONE** form for the system in the **Breach Envelope** to the appropriate Program Consultant in the Office of Assessment, Evaluation, and Research.

Post-Test Procedures

Return Procedures

Preparing for Field Service Center Scanning

❑ 1. Use containers other than the original shipping boxes to take materials to the Field Service Scanning Site (original shipping boxes should be reserved for return of used/unused materials).

❑ 2. Gather all materials to be taken to the Field Service Scanning Site.
   A) all SGLs per content area in the same order as the Answer Document Envelopes
   B) all Answer Document Envelopes, grouped by content area, in order with lowest school number on top to highest on bottom
   C) Home School Envelopes
   D) Braille Envelopes
   E) Class Rosters
   F) list of absent students
   G) list of ELL Excluded students
   H) Inactive test documents (ITM)
   I) Large Print and Braille Test Booklets

❑ 3. Place materials in boxes in the following stack order.

| AYP EOC Box – Stack Order	End of Course Box – Stack Order
Top of Box	*Top of Box*
• **Class Roster**— same order as the answer documents with absent and ELL Excluded students documented	• **Class Roster**— same order as the answer documents with absent and ELL Excluded students documented
• **SGL**— same order as answer documents	• **SGL**— same order as answer documents
• **Inactive Test Materials (ITM)**	• **Inactive Test Materials (ITM)**
• **Algebra I Answer Documents**	• **U.S. History Answer Documents**
• **English II Answer Documents**	• **English I Answer Documents**
• **Biology I Answer Documents**	• **Algebra II Answer Documents**
• **Home School Envelopes**	• **Home School Envelopes**
• **Braille Envelopes**	• **Braille Envelopes**
• **Large Print & Braille Test Booklets**	• **Large Print & Braille Test Booklets**
Bottom of Box	*Bottom of Box*

❑ 4. Verify appointment with the Field Service Scanning Site.

Preparing for Shipment

Notice: All test materials must be returned to the TRICOR Logistics Center (TCL) no later than **one week** following the test administration. The System Testing Coordinator is responsible for arranging the pickup of test materials **by the same company** that delivered them. Contact Assessment, Evaluation and Research at (615) 741-0720 if there are any problems packing materials or arranging for pickup.

❑   1. Locate the return address labels, which were packed on Box #1 of each school's test materials.

❑   2. **Do not remove identifying labels from any boxes.**

❑   3. Check return materials for completed ITMs and loose used answer documents.

❑   4. Assemble the materials to be returned in the following order, top to bottom:
    A) Shipping Order Form on top
    B) unused pre-coded answer documents paper banded
    C) used test booklets (Large Print and Braille booklets should be taken to the scanning site.)
    D) unused test materials
    E) ancillary materials

❑   5. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.

❑   6. Pack all used, unused, and ancillary materials **by school**, in the same boxes in which they were originally received.
    A) if the original shipment boxes cannot be reused, or if additional boxes are used
      (1) print "End of Course" in lower left corner on the top of the new box
      (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
    B) if the original total box count number has increased or decreased
      (1) correct the total box count on the label in the lower right corner of the box
      (2) notify Assessment, Evaluation and Research if additional UPS Return Service (RS) labels are needed

return address label   top of box
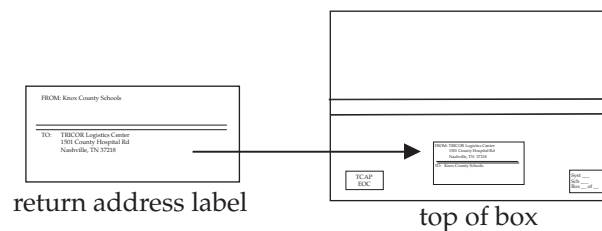
❑   7. Affix the white return address label directly on top of the yellow address label.

❑   8. Seal boxes per system instructions.

❑   9. Store materials in a dry, secure location until pickup.

❑ 10. Shipping instructions and materials for return to the TRICOR Logistics Center (TCL) were included with shipment of test materials.
    A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions."
    B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions."

❑ 11. Carefully follow the return shipping instructions.

*Checklists may be copied—Do not remove from manual*

Post-Test Procedures
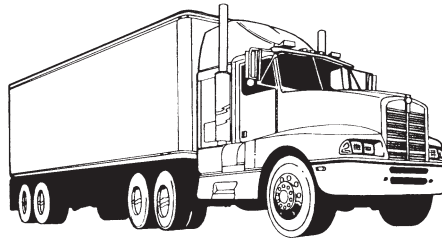
R&L Carriers Return Instructions

After test materials are packed:

❑ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact Assessment, Evaluation and Research at (615) 741-0720.

❑ 2. Ensure Bill of Lading is for the assessment materials being returned.

❑ 3. If late order materials arrived UPS, return those materials with this shipment.

❑ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.

❑ 5. Call R&L Carriers to arrange pickup of test materials.

    A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
    B) arrange date, time, and location for pickup

❑ 6. Shipping is prepaid; no local charges should be incurred.

❑ 7. If a shipping invoice is received, notify Assessment, Evaluation and Research.

❑ 8. Ensure system personnel are present to supervise pickup.

❑ 9. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

R&L Carriers Contact Numbers

❍ For Giles, Lawrence, Lincoln or Wayne Counties: Call 1-800-298-8116

❍ For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties:
      Call 1-800-242-2147

❍ For Benton, Carroll, Chester, Crockett, Decatur, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties:
      Call 1-800-242-8596

❍ For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties:
      Call 1-800-242-2146

❍ For Bledsoe, Bradley, Coffee, Hamilton, Marion, McMinn, Meigs, Monroe, Moore, Polk, Rhea, or Sequatchie Counties:
      Call 1-800-448-1043

Post–Test Procedures
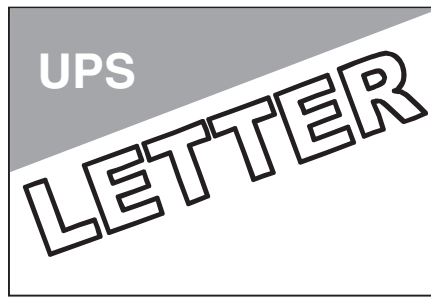
UPS Return Instructions

After test materials are packed:

❑ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions." If additional labels are needed, contact Assessment, Evaluation and Research at (615) 741-0720.

   A) ensure the RS labels are for the assessment materials being returned

   B) the weight on the return label must match the weight on the delivery label

RS label

top of box
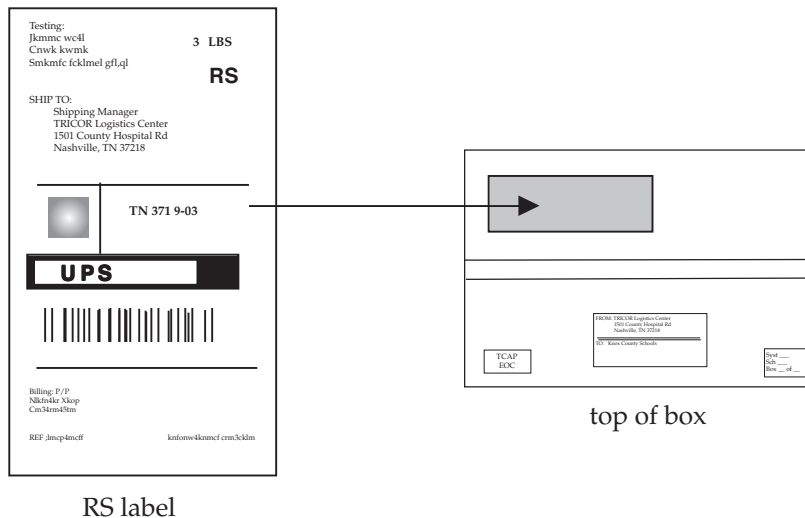
❑ 2. Affix an RS label to each box. Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).

❑ 3. If UPS does not stop daily at the system office, then notify UPS at 1-800-742-5877 to schedule a pickup.
   A) the driver will not pick up boxes unless the RS labels are affixed
   B) UPS may request the tracking number which is printed on the RS label
   C) the tracking number begins with "1Z..." and is printed on each RS (Do not use the tracking number on the original delivery label.)

❑ 4. Ensure system personnel who coordinates UPS pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.

❑ 5. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

Checklists may be copied—Do not remove from manual

Post-Test Procedures

End of Course Contact Information

Contacts:

tned.assessment@tn.gov

Assessment, Evaluation and Research

Tennessee Department of Education

TPS Complex – Hardison Building

1252 Foster Avenue

Nashville, TN 37243

615-741-0720

NOTE: If using UPS or FedEx, use 37210.

End of Course Assessment

Test Administration Manual

Fall 2010

Return these materials to the Tennessee Test Distribution Center.